

# **GERRINGONG PUBLIC SCHOOL**



## **Student Welfare Policy**

- **Effective Learning**
- **Discipline Code**
- **Anti-Bullying Plan**

# Student Welfare

## Overview

### *Student welfare:*

- encompasses everything the school community does to meet the personal, social and learning needs of students.
- creates a safe, caring school environment in which students are nurtured as they learn.
- is achieved through the total school curriculum and the way it is delivered.
- incorporates effective discipline.
- incorporates personal development and social skills' programs.
- stresses the importance of collaborative early intervention when problems are identified.
- provides ongoing educational services to support students.
- recognises the diversity within the school community and provides programs and support which acknowledges difference and promotes harmony.
- recognises the role that the school plays as a resource to link families with community support services.
- provides opportunities for students to:
  - enjoy success and recognition.
  - make a useful contribution to school.
  - derive enjoyment from their learning.
- promotes the School's Core Values, identified as significant to the achievement of a safe learning environment.

Schools provide effective learning and teaching within secure, well-managed environments in partnership with parents\* and the wider community.

- Throughout this policy the term parent should be read to include caregiver.

## STUDENT DISCIPLINE

Our Discipline Policy will have as its ultimate outcome, students taking responsibility for their own behaviour.

Students will learn to take responsibility for their own actions and behaviour and accept the logical consequences of the effect of their behaviour on others.

Student behaviour will be guided by our School's Core Values which promote the development of;

- Perseverance
- Respect
- Tolerance
- Responsibility
- Commitment

We do not accept the excessive use of extrinsic rewards as being consistent with the notions of either respect or self-control.

Practices designed to recognise and reinforce student achievement include the following:

- teacher-student relationships based on mutual respect which emphasises the dignity of the individual
- a consistent, encouraging teaching style including regular constructive feedback on learning tasks and products
- clear, relevant learning tasks and instructions incorporated in a curriculum that caters for mixed abilities and features varied and enjoyable learning experiences
- regular and constructive home-school communication which highlights pupil progress and development and indicates teacher and parent respect for individual effort and achievement
- positive expectations by parents and teachers that the student will succeed as a learner, capable of exercising self-control and respecting the rights of others

# STRATEGIES TO PROMOTE EFFECTIVE LEARNING AND SELF-DISCIPLINE

## Shared Vision

Caring teachers will model and support students as risk takers, identifying environments where students feel comfortable. There will be zero tolerance for all forms of bullying, including academic bullying. When students are happy, respectful, tolerant of others and accepting of their own ability the process of learning will naturally occur and a healthy self-esteem will develop.

We believe that the development of self esteem, and the inclusion of student welfare practices into all learning programs, is vital if students are to achieve their full potential.

To achieve our aims, we implement welfare programs that will:

- acknowledge effort, achievement and excellence.
- demonstrate the connection between rights and responsibilities.
- provide children, parents and staff with a clear understanding of procedures that will be followed in the school's fair discipline code.
- promote School Core Values.

## **STRATEGIES:**

Include:

- the provision of appropriate curriculum to meet student needs.
- supporting students in achieving success in learning.
- the consistent use of good behaviour management techniques encompassing our school's Core Values.
- staff attendance at relevant training and development programs.
- staff modelling of school's Core Values.
- discussion with parents and carers of their roles and responsibilities in managing student behaviour.
- the provision of integrated programs which develop self-discipline, self review, communication and responsible decision making, such as:
  - anti-bullying and social skills programs
  - peer learning
- encouragement and expectation that teachers will be respected as professional educators.
- consistent and fair application of easily understood behaviour expectations.
- liaison with supportive community agencies.
- the provision of appropriate support programs, via LST and Executive and Welfare Teams. For example:
  - Counselling
  - Mediation
  - Student Leadership Program
  - Buddy Class Program
  - School Core Values, being taught annually during Term 1

## **PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

**Rationale:** An appropriate and effective system will recognise and reinforce student achievement in all aspects of learning.

Such a system will:

- acknowledge academic achievement, including improvement, as well as appropriate forms of classroom and school behaviour.
- help the student to continue to engage more fully in the teaching/ learning process.
- act as an incentive for further learning.
- assist the development of a student's positive self-esteem and the development of positive forms of behaviour.

### **Implementation:**

#### **The Classroom**

It is recommended that each classroom teacher will, in consultation with the class, develop an age appropriate award system that equally involves all children– both boys and girls.

Such a system could include:

- immediate verbal praise.
- written comments on completed work.
- display of work both within and outside the classroom.
- sharing work with other classes.
- some form of a points system.
- opportunities to use special areas within the classroom and school.
- use of stickers, stamps etc.
- certificates distributed at School Assemblies.

#### **The School**

It is expected that teachers and staff model the School's Core Values and, that, across the school:

- work will be regularly displayed and acknowledged.
- effort, improvement and excellence will be recognised at Assemblies with the presentation of Merit Awards.
- award recipients will be recognised in the school bulletin.
- each child will receive an individual Certificate of Achievement at our final Stage Assemblies.
- individual Year 6 children will be recognised for excellence in each K.L.A. at our final Senior Primary Assembly.
- the Principal and staff may seek to gain publicity in the wider community especially media outlets, for exemplary student achievement and performance.

Sometimes, it may not be necessary to give "an award" for all completed tasks or activities. In many circumstances, completion of the task or activity, and involvement in it to its completion, may be the only reward necessary. The ultimate outcome becomes the intrinsic sense of achievement.

## Anti-Bullying Plan

Bullying is a pattern of intentional and repeated behaviour, directed by a more powerful person or group, to hurt, injure, embarrass and/or distress a less powerful person or group.

Bullying may be verbal, physical, social or psychological.

### **Bullying behaviour can be:**

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, alienating, ostracising, making inappropriate gestures
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS or email messages, inappropriate use of camera phones

## Statement of Purpose

- Students attend school to participate in quality education that will help them to become self directed and lifelong learners who can create a positive future for themselves and the wider community.
- Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the well-being of students cannot be accepted.
- Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

### **Students, teachers, parents, caregivers and members of the wider school community can expect:**

- that students will be safe at school, free from fear of bullying, harassment, intimidation and victimisation.
- to know what is expected of them and others in relation to the Anti-Bullying Plan.
- that all students will be provided with appropriate support when bullying occurs.

### **Students** can expect to:

- know that their concerns will be responded to by school staff.

- be provided with the appropriate support (for both the victims and those responsible for the behaviour).
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the school's Anti-bullying Program, Personal Development, Health and Physical Education Syllabus and other Key Learning Areas.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity.
- follow the school Anti-Bullying Plan.
- respond to incidents of bullying according to their school Anti-Bullying Plan.

**Teachers** have a responsibility to:

- implement an Anti-Bullying Plan which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.
- provide students with strategies to respond to incidents of bullying behaviour, including responsibilities as bystanders or observers.
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
- model appropriate behaviour.
- respond to and follow up complaints of bullying, harassment, intimidation and victimisation, according to the school Anti-Bullying Plan.

**Parents and Caregivers** have a responsibility to:

- support their children in all aspects of their learning.

- be aware of the school Anti-Bullying Plan and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Plan.

## **Implementation Strategy**

### ***Students – How To Access Help***

- Locate the person from whom you are asking for help, speaking clearly and calmly.
- Inform them of the following;
  - what your problem is.
  - how it makes you feel.
  - how often it has been happening.
  - what you have done to stop it.
  - explain that you need their help.

**IF YOU DO NOT GET THE HELP YOU NEED,**

**ASK AGAIN or**

**ASK ANOTHER PERSON.**

REMEMBER THAT IT IS ALL RIGHT TO TELL SOMEONE.

**TELLING** IS WHEN YOU WANT SOMETHING TO STOP.

**DOBBING** IS WHEN YOU WANT SOMEONE TO GET INTO TROUBLE.

### ***Teachers – Providing student support***

- Supervise children conscientiously to identify and prevent bullying behaviour.
- Respond calmly to all reports of bullying and support the victim by listening, and where possible, removing the sources of stress.
- Educate about bullying through the school's K-6 Anti-Bullying Teaching Program.
- Record details of incidents of bullying through "Classroom Management" and "Playground Discipline Procedures" (Outlined in Student Welfare Policy).
- Inform parents of those being bullied and also of children who bully.



# General School Rules

## **Before School**

- Students should arrive after 8.30 am. This is the time that supervision and other teacher duties begin.
- Students remain within the school grounds once they have entered.
- All students must remain seated until a bell sounds at 8.30 am.
- Bikes are to be parked in bike racks. They must be walked in and out of school grounds.

N.B. Children arriving or leaving within school hours (9am-3pm) must report to the office to obtain a late or early departure note.

## **Play Areas**

- Out of bounds areas are defined on the School Map.
- Students are to walk on concrete areas.
- Small ball games, such as hand ball, are permitted on paved areas.
- Large balls, such as basketballs and footballs, may be used in bottom playground.
- During lunch, all students sit with teacher supervision.
- Bottom playground are food and drink-free.

## **Playing**

- Play in a safe and fair way. Hitting, kicking, punching or pushing others is not allowed. Games involving tackling or jumping on others are not allowed.
- Bullying (verbal, physical, social and psychological) is not allowed.
- The fixed equipment may only be used when there is a teacher supervising it.

## **Buildings and Personal Property**

- Students are only permitted in rooms when there is a teacher directly present or permission has been granted. This includes bag areas during play periods.
- Other people's property should only be used with the owner's permission.
- Personal property is the responsibility of the owner.

## **Canteen**

- Wait behind the poles to be served and display good manners.
- Put lunch orders in before 9.00 am.
- Only 2 class monitors collect/return lunch basket.

## **Class Lines and Assembly**

- Move to class lines and sit down on the first bell.
- On the second bell, listen and look to the teacher.
- Move about the school in an orderly way.

### **The Classroom**

To provide the students and their teachers with consistency and stability in their relationships within all aspects of school life, it is thought appropriate that class rules be negotiated between each class teacher and his/her class.

The school's Core Values will be incorporated into the classroom rules and underpin management strategies.

### **Excursions**

Excursions, camps and special outings often involve additional elements of risk due to excitement and unfamiliar surroundings. Students who are unwilling or unable to indicate regular levels of compliance regarding safety and respect, may be excluded from participation in such activities. If there is any significant risk of them jeopardising their own safety or the safety and rights of their fellow students and teachers, they may be excluded.

**When representing the school at performances and on excursions, children will:**

- strive to represent the school well in terms of behaviour and appearance, wearing school uniform with pride.
- respect the needs and property of others.
- politely follow instructions of supervisors.

## **Travel to and from school**

The school is committed to ensuring that students are aware of the rules and appropriate behaviour which will promote their safe progress to and from school.

School rules apply when travelling to and from school and during excursions.

### **When walking to and from school, students will:**

- obey all road safety rules.
- enter and leave school grounds by approved gateways only.
- respect the needs and property of others.

### **When riding bicycles to and from school, students will:**

- obey all road safety rules.
- enter and leave school grounds walking beside bicycle.
- ensure helmets are securely buckled.
- respect the needs of others.

### **When travelling to and from school by bus, students will:**

- remain seated at all times.
- keep themselves and their property completely inside the bus.
- respect the needs and comfort of other passengers.
- politely follow instructions of drivers and supervisors.

**When travelling by private transport to and from a school function or excursion, students will:**

- wear a seat belt.
- respect the needs and property of others.
- politely follow the instructions of the driver.

**N.B. Parents who volunteer to transport children to a venue **must:****

- show a current driver's licence and registration of the car to be driven.

## BEHAVIOUR FLOW CHART

<p><b>Recognition for Appropriate Behaviour</b></p>	<p><b>Consequences for Inappropriate Behaviour in the Playground</b></p>	<p><b>Consequences</b></p>
<p><b>Citizenship program implemented</b></p> <p>Teacher, team leaders and principal promote School Core, Values in class and Stage Assemblies</p>	<p><b>Behaviour</b></p> <p><b>Minor Infringement</b></p> <p>E.g. One off, low level teasing, Dropping rubbish Play getting rough Out of bounds without permission No hat, playing in the sun Deliberately destroying games by being a bad sport</p>	<p>Reprimand Counsel Walk with Teacher Sit in defined area See me / name a time/ pick up Rubbish etc/ Sit on designated seats (no hat)</p>
<p><b>Class</b></p> <p>Teacher recognition/ verbal comment Written comments on work Merit card/certificate Stickers, stamps Post Its Display of work in the room, e.g. worker of the day/week Sent to another teacher or principal for recognition Sharing work with other classes Special interest centres Office area foyer display of Buddy Class work Selected events of the school are promoted through local newspaper</p>	<p><b>Major Infringement</b></p> <p>E.g. Answering back/insolence/inappropriate language Dangerous play Serious teasing/paying out on peers Bullying Physical Violence Vandalism/destruction of property Ignoring teacher directions</p> <p style="text-align: center;">➡</p>	<p><b>Yellow Slip</b></p> <p>Playground teacher informs student, imposes a consequence, and deposits completed slip in the box near sign on table.</p> <p>Nominated person collects daily, records on master sheet and distributes to class teacher via Team Leader. Class teacher files.</p> <p><b>First Yellow Slip</b> Class teacher contacts parents by phone or letter (<b>Student Discipline Information</b>) and informs Team Leader.</p> <p><b>2 Yellow Slips</b> (in any ten week period) Class teacher discusses the two infringements with the Team Leader. Team Leader sends <b>Letter 2</b> home.</p> <p><b>3 Yellow Slips</b> (in any 10 week period) Team Leader consults with Principal who informs parents by letter (<b>Letter 3</b>). Loss of privileges, detention and counselling follow.</p> <p><b>Further Yellow Slips</b> (in any 10 week period). Meeting with Learning Support Team, attended by class teacher and Team Leader. Consequence/decision pending on outcome and student needs. Parents contacted by principal following meeting.</p>

<p><b>School</b></p> <p>Effort, improvement and excellence recognised at assemblies, both stage and whole school. Names of children receiving assembly awards published in the bulletin.</p> <p>Ribbons for placegetters in carnivals.</p> <p>Current events acknowledged on school's Display Board.</p> <p>Community awards for Literacy</p> <p>Year 6 Speech Day Awards</p>	<p><b>Exit Infringements</b></p> <p><b>IMMEDIATE ACTION REQUIRED</b></p> <p>E.g.</p> <p>Swearing at a teacher</p> <p>Outright refusal to follow directions/oppositional behaviour</p> <p>Serious physical assault – child injured, bruised etc</p> <p style="text-align: center;">⇒</p>	<p>Playground teacher sends student to the office to see one of the executive teachers. Send for an executive member if the student is non-compliant.</p> <p>Executive teacher commences an investigation and does an incident report. Notifies principal. Principal may suspend. Otherwise, Team Leader or Principal issues the student with a Disciplinary Consequence.</p> <p>Detention follows. Loss of privileges and warning about suspension may also follow.</p>
<p>All children receive an award at Presentation Day.</p> <p>Community awards for Literacy.</p> <p>Year 6 Speech Day Awards.</p>	<p>Principal makes the decision to suspend and follows the DET's procedures. Student completes a home program which the class teacher may be asked to compile.</p> <p>Student attends a resolution meeting with parent, principal and usually class teacher.</p> <p>Student needs to participate satisfactorily in the resolution meeting.</p> <p>Resolution may include restricted access to the playground and diminished privileges for a time.</p> <p style="text-align: center;"><b>SUSPENSION</b></p>	